













**Workbook  
Answer Key**





**Sounds and Fun**

**Practice the Sounds**  
Divide the onset and the rime. Put the stickers that have the same onset on the left and the same rime on the right.

<b>Onset</b> 			<b>Rime</b> 
<b>Onset</b> 			<b>Rime</b> 
<b>Onset</b> 			<b>Rime</b> 





















**Comprehension**

**Learn about the Poem**  
A. Think about the poem. What did the baker do? Write the numbers in the correct order.

 3	 1
 2	 4

**Word Study**

**Study the Words**  
Combine the onset and rime pattern to make words. Put the right stickers in the boxes.

<b>Onset</b> 	<b>Rime</b> <b>ake</b>	<b>New word</b> 
		
<b>Onset</b> 	<b>Rime</b> <b>ake</b>	<b>New word</b> 
		
<b>Onset</b> 	<b>Rime</b> <b>ake</b>	<b>New word</b> 
		
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B. Can you make a cake? Write the numbers for making a cake.

- 2 Prick the cake.
- 1 Pat a cake.
- 4 Put the cake in the oven.
- 3 Mark the cake with a B.

C. What cake do you like? Draw a cake you want to make.

**Fluency**

Read together! Use the letter stickers for the onset. Add // means you need to pause or // marks to the poem. Read the poem while focusing on phrasing.

**Pat-a-Cake**

**P**at-a-cake./ pat-a-cake./ baker's man.//  
**B**ake me a cake/as **f**ast as you can.//  
 Pat it, and prick it, and **M**ark it with a B.//  
 Put it in the oven/for **b**aby and me.//

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**Word Study**

Combine the onset and the rime pattern to make words. Put the right stickers in the boxes.

Onset	Rime	New word
	OP	
	OP	
	OP	
	OP	

Higglety, Pigglety, Pop! 3

**Higglety, Pigglety, Pop!** Workbook pp.7-12

**Sounds and Fun**

Practise the Sounds

A. Circle the rhyming words and then write the rime patterns.

Higglety, pigglety, pop!  
 The dog has eaten the mop.  
 The pig's in a hurry.  
 The cat's in a flurry.

Rime Pattern

o p      u r y y

8. Make a rime and draw it.

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**Comprehension**

Learn about the Poem

A. Think about the poem. Put the stickers that are real or make-believe into the proper groups.

Real

Make-Believe

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**Fluency**

Read together! Circle the correct pattern in each parenthesis. Add / or // marks to the poem. Read the poem while focusing on phrasing.

**Higglety, Pigglety, Pop!**


Higglety, / pigglety, / p \_\_\_\_ // (p, **op**, og)

The dog has eaten the m \_\_\_\_ // (ap, om, **op**)

The pig's in a hurry. //

The cat's in a flurry. //








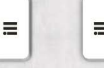




Higglety, pigglety, p \_\_\_\_ // (**op**, oon, of)



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**Word Study**

Combine different onsets and the rime to make words. Put the right stickers in the blanks.









Onset	Rime	Word
		
		
		
		

Jack and Jill 13

**Jack and Jill** Workbook pp.13-18

**Sounds and Fun**

Match the pictures that rhyme with and write each pattern that you can hear and see.


		
		
		

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**Comprehension**

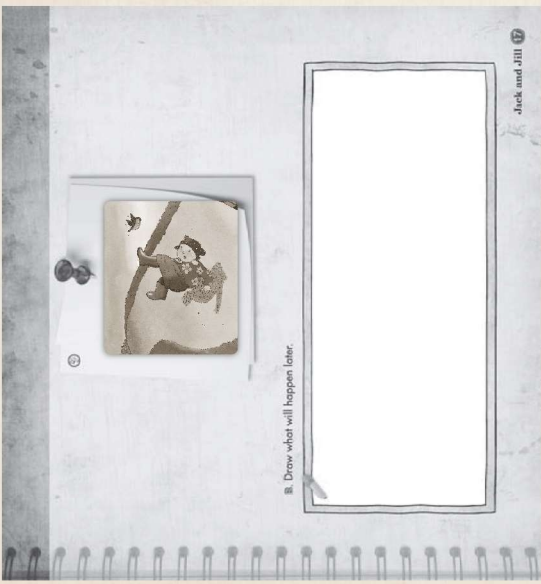
Learn about the Poem

A. Think about the poem. Put the stickers in the correct order.



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**Jack and Jill** 17



8. Draw what will happen later.

**Sounds and Fun**

Sort the stickers according to each onset and put them into the proper groups.

**Practice the Sounds**

**B b** **D d**

**S s**



**Fluency**

**Enjoy the Poem!** Read together! Add / or // marks to the poem. Put the stickers under the words that have the same patterns.

**Jack and Jill**

Jack and Jill went / up the hill /  
 To fetch / a pail of water; //  
 Jack fell down / and broke his crown, /  
 And Jill came tumbling after. //

/ means you need to pause  
 // means you need to stop



**Word Study**

**Study the Words:** Find different onsets from the first box and a rime pattern from the second box. Write them to make new words and then put the stickers in the boxes.

**Onset** **Rime**

b d t sh s      ell

**Blend**      **Write**      **Attach**

b ell      bell      bell

t ell      tell      tell

sh ell      shell      shell

Nelly Dell 20

Comprehension

Learn about the Poem

A. Think about the poem. Circle the right pictures for each question.

Who is in the poem?



Where did she buy the bell?



Fluency

Enjoy the Poem

Read together! When you read the poem, say some words in a soft voice and others in a strong voice. Mark a big **x** by the words spoken in a strong voice.

Nelly Dell

Nelly Dell **x**

Had a shell to sell. **x**

So off she went to the square. **x**

She sold the shell **x**

And bought a bell. **x**

Then ran home to tell sister Claire. **x**



To the Shop Workbook pp.25-30

Sounds and Fun

Practice the Sounds

Say the word for each picture. Circle the one that does NOT rhyme with the others.



How did she get the bell?



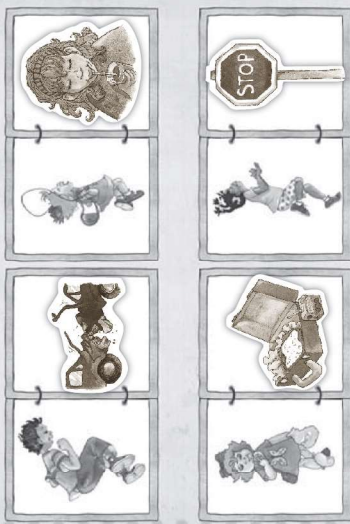
B. Draw what happened at the end.



Nelly Dell

### Word Study

**Study the Words** Say the word for each picture that shows what each child's doing. Put the stickers that have the same patterns as the pictures in the boxes.



To the Shop 27

### Fluency

#### Enjoy the Poem!

Read together! Put the stickers on the rhyming words. Add / or // marks to the poem and say it in a happy voice.

#### To the Shop

/ means you need to pause  
// means you need to stop

Jogging / skipping / running /

We go to the shop. //

Hopping / walking / jumping /

Don't forget to stop. //

Licking / biting / munching. /

Be careful not to roam. //

Drinking / chewing / crunching. /

All the way back home. //



